



Forest Hills Elementary

633 Hiers Corner Road
Walterboro, SC 29488

| | | |
|-----------------------|-----------------------|--------------|
| Grades | K-5 Elementary School | |
| Enrollment | 569 Students | |
| Principal | Cindy S. Riley | 843-549-2119 |
| Superintendent | Ms. Leila Williams | 843-782-4510 |
| Board Chair | Mr. Paul Haase | 843-782-4510 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2009 | Average | Average |
| 2008 | Below Average | Below Average |
| 2007 | Below Average | At-Risk |
| 2006 | Average | At-Risk |
| 2005 | Average | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

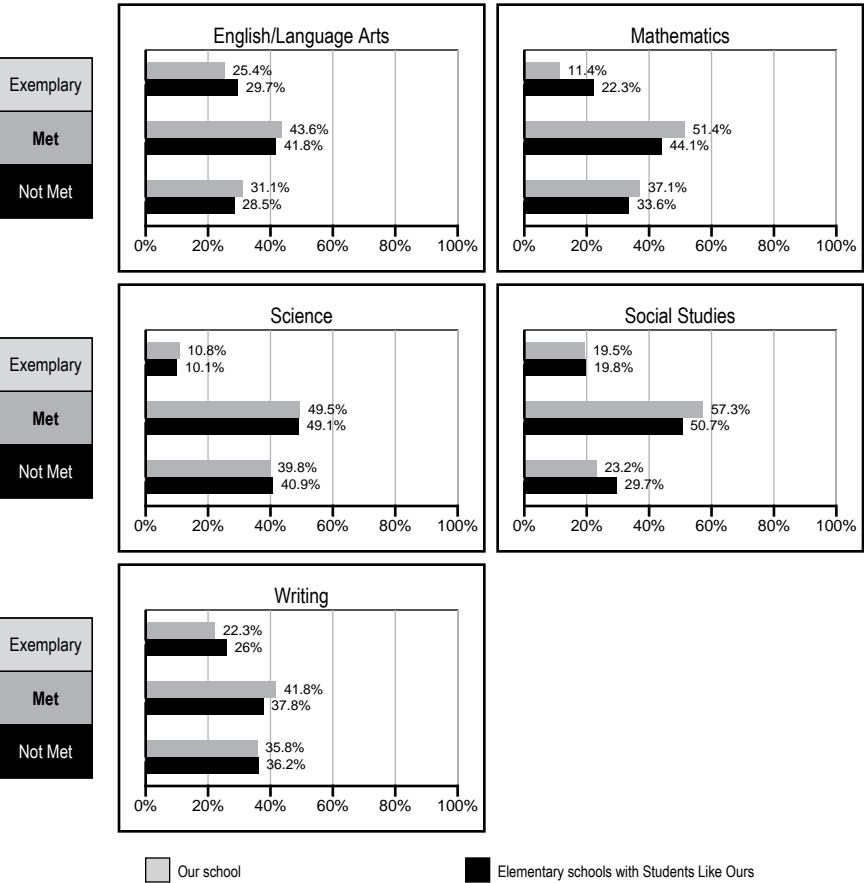
95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 8 | 94 | 18 | 1 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=569) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 3.1% | Up from 3.0% | 2.4% | 1.9% |
| Attendance rate | 95.6% | Up from 94.8% | 96.1% | 96.3% |
| Eligible for gifted and talented | 8.4% | Down from 8.9% | 7.2% | 10.0% |
| With disabilities other than speech | 6.6% | Up from 6.2% | 9.2% | 7.7% |
| Older than usual for grade | 0.6% | Down from 2.3% | 0.7% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=42) | | | | |
| Teachers with advanced degrees | 40.5% | Down from 41.3% | 57.1% | 59.4% |
| Continuing contract teachers | 90.5% | Up from 82.6% | 81.6% | 80.0% |
| Teachers with emergency or provisional certificates | 5.0% | Up from 2.4% | 0.0% | 0.0% |
| Teachers returning from previous year | 85.6% | Down from 86.6% | 85.7% | 85.9% |
| Teacher attendance rate | 95.1% | Up from 95.0% | 95.0% | 95.1% |
| Average teacher salary* | \$45,535 | Up 2.4% | \$46,531 | \$47,149 |
| Professional development days/teacher | 24.7 days | Down from 25.6 days | 12.2 days | 11.1 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 19.2 to 1 | Down from 21.4 to 1 | 18.5 to 1 | 18.8 to 1 |
| Prime instructional time | 89.4% | Up from 85.9% | 90.0% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | No | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | Up from Average | Excellent | Excellent |
| Dollars spent per pupil** | \$5,751 | Down 2.4% | \$7,600 | \$7,458 |
| Percent of expenditures for instruction** | 77.5% | Down from 79.1% | 68.6% | 68.8% |
| Percent of expenditures for teacher salaries** | 75.8% | Up from 73.0% | 62.1% | 63.2% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Forest Hills Elementary is located in the heart of historic Walterboro. Our current enrollment of 588 students includes a diverse population of students. Our students, faculty, and staff have worked diligently once again to make the 2008-2009 school year a great success.

Positive Behavior Intervention and Support (PBIS) was continued school-wide, and discipline referrals decreased by an average of 50% this year. We also implemented single gender classes in third, fourth, and fifth grade. NWEA's Measures of Academic Progress (MAP) test data were analyzed to provide math remediation/enrichment each morning. Students, faculty, and staff participated in various community outreach events such as: American Cancer Society's Relay for Life, a food drive to support a food pantry at a local church, and Jump Rope for Heart.

Technology in the classroom was expanded through the continued use of SMARTBoards for all second through fifth grade teachers by engaging students in active learning. Differentiated instruction was provided through small, flexible groups and provided intervention and instruction based on students' MAP scores. We participated in Reading First for the fifth year. Our school had a Literacy Coach and four Reading Recovery/Small Group Interventionists. We also had two part-time interventionists to work with our students in Reading and Math. We had a science and a math coach this year to work with our teachers and our students. We had a full-time Curriculum Instructional Facilitator as well. Our coaches and curriculum facilitators worked with our teachers to provide data driven instruction to meet the needs of our students.

Student progress and success were celebrated through perfect attendance, honor roll, and quarterly recognition ceremonies. Forest Hills Elementary is a great place to learn!

Cindy S. Riley, Principal
Bridget Runyon, School Improvement Chairperson

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 45 | 102 | 73 |
| Percent satisfied with learning environment | 100.0% | 83.0% | 90.1% |
| Percent satisfied with social and physical environment | 100.0% | 84.2% | 81.9% |
| Percent satisfied with school-home relations | 88.9% | 87.3% | 88.4% |

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI-DELAY

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|---|--------------|-------|
| | Our District | State |
| Classes in low poverty schools not taught by highly qualified teachers | 24.5% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 16.2% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 2.1% | 0.0% | No |
| Student attendance rate | 95.6% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 307 | 100 | 31.1 | 43.6 | 25.4 | 81.4 | 74.8 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 155 | 100 | 35.9 | 38.7 | 25.4 | 77.5 | 69.7 | 79.3 | N/A | N/A |
| Female | 152 | 100 | 26.1 | 48.6 | 25.4 | 85.5 | 79.9 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 147 | 100 | 18.2 | 46.2 | 35.6 | 90.2 | 82.3 | 89.5 | Yes | Yes |
| African American | 135 | 100 | 45.6 | 41.6 | 12.8 | 72 | 68.6 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | 100 | 92.3 | I/S | I/S |
| Hispanic | 11 | 100 | 45.5 | 27.3 | 27.3 | 72.7 | 69.2 | 76.5 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 82.1 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 33 | 100 | N/AV | N/AV | N/AV | 31 | 34.5 | 52 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 22 | 100 | 20 | 45 | 35 | 90 | 76.3 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 211 | 100 | 40.1 | 42.7 | 17.2 | 75.5 | 71.3 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 307 | 100 | 37.1 | 51.4 | 11.4 | 76.1 | 69 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 155 | 100 | 33.1 | 54.2 | 12.7 | 79.6 | 66.6 | 77 | N/A | N/A |
| Female | 152 | 100 | 41.3 | 48.6 | 10.1 | 72.5 | 71.5 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 147 | 100 | 27.3 | 56.8 | 15.9 | 82.6 | 77.8 | 87.2 | Yes | Yes |
| African American | 135 | 100 | 51.2 | 44.8 | 4 | 66.4 | 61.4 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | 96.3 | 93 | I/S | I/S |
| Hispanic | 11 | 100 | 27.3 | 63.6 | 9.1 | 90.9 | 80.8 | 76 | I/S | I/S |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 64.3 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 33 | 100 | 72.4 | 24.1 | 3.4 | 37.9 | 35.1 | 45.5 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 22 | 100 | 10 | 60 | 30 | 95 | 84.7 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 211 | 100 | 45.8 | 46.4 | 7.8 | 69.3 | 65.2 | 70.2 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 204 | 99.5 | 39.6 | 49.7 | 10.7 | 60.4 | 58.6 | 67.5 |
| Gender | | | | | | | | |
| Male | 101 | 99 | 41.9 | 47.3 | 10.8 | 58.1 | 57.7 | 67 |
| Female | 103 | 100 | 37.2 | 52.1 | 10.6 | 62.8 | 59.5 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 90 | 98.9 | 27.5 | 57.5 | 15 | 72.5 | 72.5 | 79.5 |
| African American | 93 | 100 | 52.3 | 41.9 | 5.8 | 47.7 | 48 | 50.3 |
| Asian/Pacific Islander | 9 | I/S | I/S | I/S | I/S | I/S | 76.5 | 84.3 |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | 59.5 | 60.7 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 60 | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 20 | 100 | 76.5 | 17.6 | 5.9 | 23.5 | 22.3 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 19 | 100 | 26.3 | 57.9 | 15.8 | 73.7 | 68.1 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 143 | 100 | 47.7 | 45.5 | 6.8 | 52.3 | 52.9 | 55.1 |

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| Social Studies | | | | | | | | |
| All Students | 202 | 99.5 | 22.8 | 57.6 | 19.6 | 77.2 | 66.9 | 72.3 |
| Gender | | | | | | | | |
| Male | 106 | 99.1 | 23.2 | 55.8 | 21.1 | 76.8 | 65.5 | 71.5 |
| Female | 96 | 100 | 22.5 | 59.6 | 18 | 77.5 | 68.3 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 103 | 100 | 17.4 | 52.2 | 30.4 | 82.6 | 74.5 | 80.7 |
| African American | 86 | 98.8 | 32.9 | 63.3 | 3.8 | 67.1 | 59.8 | 60 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | 100 | 88.5 |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | 76.5 | 68 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | 75 | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 25 | 100 | 61.9 | 33.3 | 4.8 | 38.1 | 37.7 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 11 | 100 | N/AV | N/AV | N/AV | 100 | 78.4 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 135 | 99.3 | 29.3 | 56.1 | 14.6 | 70.7 | 62.4 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 303 | 99.7 | 35.6 | 42 | 22.4 | 64.4 | 55.6 | 70.2 | 95.6 | 95.3 |
| Gender | | | | | | | | | | |
| Male | 153 | 100 | 42.7 | 42 | 15.4 | 57.3 | 46.8 | 63.2 | 95.4 | 94.9 |
| Female | 150 | 99.3 | 28.3 | 42 | 29.7 | 71.7 | 64.3 | 77.5 | 95.8 | 95.7 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 143 | 100 | 24.2 | 43.9 | 31.8 | 75.8 | 67.1 | 79.1 | 94.9 | 94.6 |
| African American | 134 | 99.3 | 47.6 | 40.5 | 11.9 | 52.4 | 46.5 | 57.6 | 96.4 | 95.8 |
| Asian/Pacific Islander | 10 | I/S | I/S | I/S | I/S | I/S | 81.5 | 86.2 | 96.3 | 96.4 |
| Hispanic | 12 | 100 | 45.5 | 36.4 | 18.2 | 54.5 | 48.1 | 62.6 | 94.4 | 95.4 |
| American Indian/Alaskan | 2 | I/S | I/S | I/S | I/S | I/S | 67.9 | 68.7 | 86 | 92.3 |
| Disability Status | | | | | | | | | | |
| Disabled | 36 | 100 | 78.8 | 15.2 | 6.1 | 21.2 | 16.8 | 26.1 | 94.7 | 94.2 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 54.7 | 96.4 | 96.1 |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 22 | 100 | 30 | 40 | 30 | 70 | 57.6 | 61.2 | 95.9 | 96.3 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 208 | 99.5 | 45.8 | 40.1 | 14.1 | 54.2 | 49.8 | 58.9 | 95.2 | 95.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 95 | 100 | 34.1 | 31.8 | 34.1 | 65.9 |
| | 4 | 99 | 100 | 35.2 | 48.4 | 16.5 | 64.8 |
| | 5 | 113 | 100 | 25 | 49 | 26 | 75 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 95 | 100 | 41.2 | 50.6 | 8.2 | 58.8 |
| | 4 | 99 | 100 | 33 | 50.5 | 16.5 | 67 |
| | 5 | 113 | 100 | 37.5 | 52.9 | 9.6 | 62.5 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 49 | 100 | 59.1 | 27.3 | 13.6 | 40.9 |
| | 4 | 99 | 100 | 33 | 56 | 11 | 67 |
| | 5 | 56 | 98.2 | 34.6 | 57.7 | 7.7 | 65.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | |
| 2009 | 3 | 46 | 100 | 19 | 59.5 | 21.4 | 81 |
| | 4 | 99 | 100 | 19.8 | 64.8 | 15.4 | 80.2 |
| | 5 | 57 | 98.3 | 31.4 | 43.1 | 25.5 | 68.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 96 | 100 | 43.5 | 32.9 | 23.5 | 56.5 |
| | 4 | 95 | 100 | 29.3 | 51.1 | 19.6 | 70.7 |
| | 5 | 112 | 99.1 | 34.6 | 41.3 | 24 | 65.4 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample